



CENTRAL FOUNDATION BOYS' SCHOOL

Central Foundation Boys' School

Year 11 Success Evening 2024

At Central Foundation Boys' School, our curriculum is designed to ensure all students engage in the knowledge, skills, and experiences that us to Be Our Best.

What does it mean to Be Our Best? **We are Kind and Respectful. We are Brave. We are Learners.**

Key Information for Year 11

The school day:

Period 1	08.50
Period 2	09.20
Period 3	10.10
Break	11.00
Period 4	11.20
Period 5	12.10
Period 6a	13:00
Lunch (Period 6b)	13.45
Period 7	14.30
End of day	15.20

- **Assessment Point 1 (AP1) – week beginning 4th November**

Students will sit exams under exam conditions for nearly all subjects. Students will sit a range of full and partial papers based on the content that they have covered since the start of the academic year. The students will be issued with a full PLC (Personalised Learning Checklist) booklet. This will enable them to study independently, ticking off the KLOs (Key Learning Objectives) as they become secure. Directions for use of the PLCs and access to revision websites will be posted on Show My Homework (SatchelOne).

In addition to this, the school will issue revision guides and workbooks for each subject which cover the full content of the GCSE and are used to set homework and to map out revision.

Students will sit a range of full and partial papers based on the content that they have covered since the start of the academic year.

Subject (Exam board)	Paper(s) (number and title)	Timings
GCSE Maths (Edexcel)	Paper 1 Non-Calculator	1 hour 30 minutes
	Paper 2 Calculator	1 hour 30 minutes
English Language (AQA)	Paper 1, Question 5	45 minutes
English Language (AQA)	Paper 1, Question 4	45 minutes
English Literature (AQA)	Paper 1, Section B (Jekyll & Hyde)	55 minutes
GCSE Combined Science (Edexcel)		
Biology (Edexcel)	Paper 1: Biology 1	1 hour 10 minutes
Chemistry (Edexcel)	Paper 3: Chemistry 1	1 hour 10 minutes
Physics (Edexcel)	Paper 5: Physics 1	1 hour 10 minutes
GCSE French and GCSE Spanish (Edexcel)	Listening Modules 1-7 Reading Modules 1-7 Writing (20 mark+ translation) Module 7 Speaking Picture Based Task (24 marks) Module 7	30 minutes 50 minutes 50 minutes In class

GCSE Geography (Edexcel)	Paper 2 Human Environment Section A (Topic4) and B (Topic 5)	1 hour
GCSE History (Edexcel)	Paper 2: Superpower Relations and the Reigns of King Richard and King John	1 hour 45 minutes
GCSE Computer Science (OCR)	Paper 1 - Computer Systems	1hr
	Paper 2 - Computational thinking, algorithms and programming	45 minutes
GCSE Business (Edexcel)	1 Introduction to small Business and 2.1 Building the Business – Business Growth only	1 hour 30 minutes
GCSE Music (Eduqas)	Appraising Paper (Question 1-4)	50 minutes
GCSE Design Technology (AQA)	75% of final paper	1 hour 30 minutes
GCSE Drama (Edexcel)	Component 3 –Theatre makers in Practice	2 hours
GCSE Physical Education (Edexcel)	Paper 1 – Component 1: Fitness & Body Systems	1 hour 30 minutes
GCSE Art (AQA)	Portfolio work	

Learning Block 1 -Assessment Point 1 (AP1) – w/c 4th November 2024

- **Post-AP1 Parents’ Evening Tuesday 3rd December 2024**

The students will receive their results in a Results’ Assembly and later the same week, the parents and students meet the teachers to discuss the result and put plans in place to continue to make progress in the next set of assessments.

Learning Block 2- Assessment Point 2 (AP2) – w/c 27th January 2025

- **Post-AP2 Parents’ Evening Tuesday 25th February 2025**

This is the final set of Pre-Public Exams before the actual GCSE exams. By the end of this round of assessments, the students will have sat papers that cover the entire content of the GCSE course. Students will be in a position where, with the support of their teachers, they can master much of the content. This will put them in a strong position to study extremely hard in preparation for the final exams. The content and timetable will be issued closer to the date.

Learning Block 3 – 5th January- 12th May

- **GCSE exams begin. - 8th May 2024 (finish 18th June 2025)**

Coursework and Practical Assessments

These take place for the following subjects and students will begin work on these towards the end of this academic year:

- GCSE Drama
- GCSE Art
- GCSE PE
- CNAT iMedia (ICT)
- GCSE Food Technology
- GCSE Design and Technology

Homework websites

- Show my Homework – www.satchelone.com
- Tassomai – www.tassomai.com (instructions will be on SMHW)
- Sparx Maths <https://sparxmaths.com/>
- Seneca - <https://senecalearning.com> (Instructions will be on SMHW)

The journey to AP1 – w/c 4th November 2024

Week	In school	At home
9th September	Maths SGL starts Teachers outline homework Revision guides distributed Teachers outline AP1 Homework catch up begins	Completing first homework for each subject
16th September	Other subject SGLs begin PLCs distributed In-class preparation and practice for AP1	Complete second homework Use PLCs to assess knowledge
23rd September	Subject <u>leaders</u> revision assemblies AP1 timetable given out In-class preparation and practice for AP1	Complete third homework Use PLCs to assess knowledge
30th September	Subject <u>leaders</u> revision assemblies In-class preparation and practice for AP1	Complete fourth homework Use PLCs to assess knowledge
7th October	In-class preparation and practice for AP1	Complete fifth homework Use PLCs to assess knowledge Complete extra tasks in revision guide or on apps
14th October	In-class preparation and practice for AP1	Complete sixth homework Use PLCs to assess knowledge Complete extra tasks in revision guide or on apps
21st October	Final preparation and practice for AP1 Create plan for half term revision and SGLs Final after school AP1 SGLs	Complete seventh homework Use PLCs to assess knowledge Complete extra tasks in revision guide or on apps
28th October	Half term SGLs	Complete final homework for AP1 preparation Use PLCs to assess knowledge Complete extra tasks in revision guide or on apps

Autumn Term

- Monday 2 September 2024 – Friday 20 December 2024
- Half term: Monday 28 October – Friday 1 November 2024

Spring Term

- Monday 6 January 2025 – Friday 4 April 2025
- Half term: Monday 17 February – Friday 21 February 2025
- Good Friday: Friday 18 April 2025
- Easter Monday: Monday 21 April 2025

Summer Term

- Tuesday 22 April 2025 – Tuesday 22 July 2025
- Half term: Monday 26 May – Friday 30 May 2025
- May bank holiday: Monday 5 May 2025
- Spring bank holiday: Monday 26 May 2025
- **INSET Days**
- Monday 2 September 2024
- Friday 25 October 2024
- Friday 20 December 2024
- Monday 16 June 2025
- Monday 30 June 2025

Year 11 Homework Support

The completion of homework is an essential part of the students' study programmes. We ask that parents and carers support the students in their homework. The most effective support is to help students develop a habit of completing their homework at the same time each day where possible and for the students to have a space that is free of distractions.

Students have been given a homework timetable, also shown below, which students can use to organise themselves, and every homework is posted on the Show My Homework website so that students can access the work and meet the deadlines.

Monday	Tuesday	Wednesday	Thursday	Friday
Option B & D	English	Maths	Science	Option A and C

If students do not hand in their homework the school runs homework detentions in which the students will complete the homework they have missed. This is a compulsory session which aims to firstly allow the student to complete the work and secondly to help the student get organised.

Homework sessions run everyday afterschool on Monday to Thursday.

Homework timetable template

	SESSION 1 (45 minutes)	SESSION 2 (45 minutes)	Break	SESSION 3 (45 minutes)	SESSION 4 (45 minutes)
SATURDAY					
SUNDAY					
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					

Revision Strategies

Your homework is your revision. As part of your homework, you'll be asked to do a range of revision strategies. Look at the details below for good practice in these strategies.

1. Revision cards

- ✓ **Mix pictures and words**
- ✓ **Use a range of colours**
- ✓ **Keep it clear and concise (short)** – you are not just writing notes!
- ✓ **Vocab:** key vocabulary on one side, definition on the other
- ✓ **Q&A:** question on one side, answer on the other
- ✓ **Create piles** for your cards for each subject e.g. 'confident' / 'getting there' / 'don't know' and first focus on the 'don't know' pile (as you test yourself, the 'confident' pile should grow!)
- ✓ **Test for a short time each day**
- ✓ Test yourself aloud

2. Mind maps

- ✓ Begin with a **central theme** or topic in the middle
- ✓ Add related **key terms/phrases**
- ✓ Add further connected words and 'branches'
- ✓ Use **keywords / short phrases** (not full sentences / paragraphs)
- ✓ Use **images and colour**
- ✓ The mind map should increase in detail towards the outside of the page (the 'bigger' ideas being closer to the middle)

- ✓ Say each of the branches out loud

3. **Reducing à expanding**

- ✓ Take your revision notes
- ✓ Write down only the **key, subject-specific words** from the notes in the margin
- ✓ Try to **rewrite the notes** just using the key words you have written
- ✓ **Repeat** - keep reducing the notes to key words and then trying to rewrite them from memory

4. **Diagrams**

- ✓ Choose a topic – can it be represented in a picture or diagram?
- ✓ **Reproduce the information** in a timeline / labelled diagram / cartoon strip / graphic organiser
- ✓ Try to **draw** this again, **from memory**

5. **Exam questions**

- TIMED PRACTICE!
- Planning lots of answers (not always writing them out in full)
- Saying your answers aloud
- Marking / annotating model answers, or improving answers we've written before, can help us remember how to structure good answers

Year 11 Small Group Learning

Small group sessions to support students in securing knowledge in their GCSEs will start during learning block 1 after school for some subjects. Students are identified based on their knowledge of the content of the courses, and parents will be notified in advance when their sons are required to attend. We make interventions compulsory, and they have proved to be hugely impactful in preparing the students for the exams – they also kickstart and support the revision process.

Inclusion and access arrangements

- **Reasonable adjustments**

We seek to understand the young person's needs, challenges and strengths before deciding on what reasonable adjustments would work best for the young person. To inform this decision we use guidance from the DoFE, diagnostic reports, as well as student voice, and teacher and family voice.

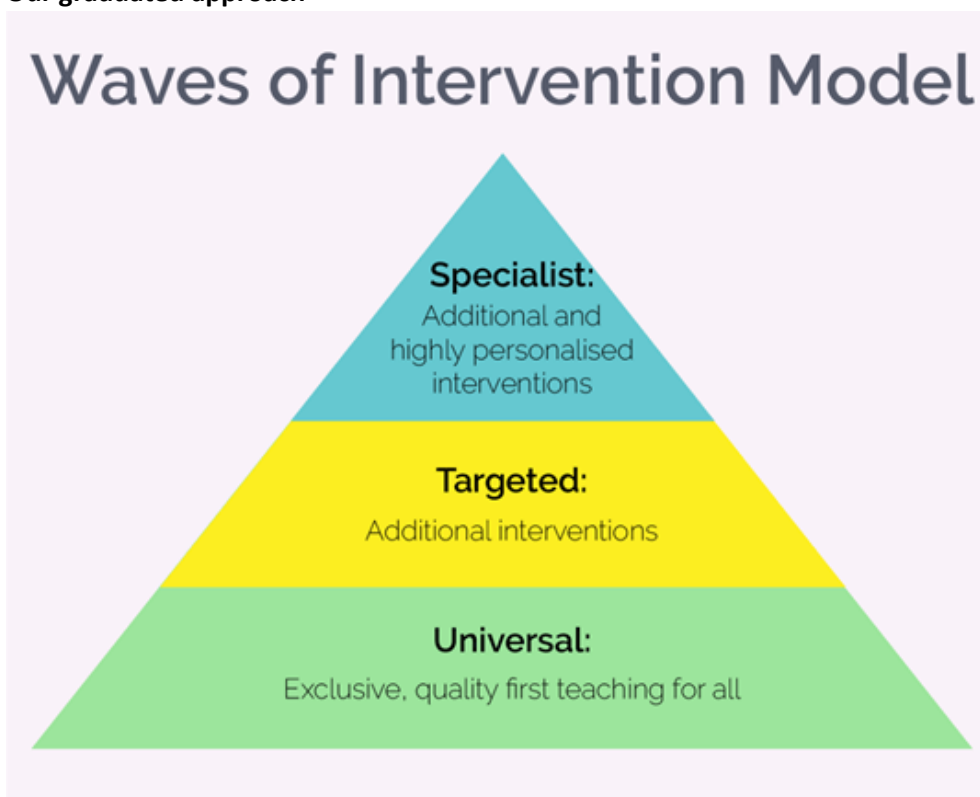
Examples of reasonable adjustments include:

- Chunking instructions
- Checking for understanding
- Monitoring of the student's work during lessons
- Dual coding
- Sitting a student at the front of the class
- Facilitating an early transition
- Providing an alternative space for the student during break/lunch

- **What is in place for students on the Inclusion register- intentional pathways etc**

Most of our students with SEND have their needs met as part of high-quality teaching. This may include teachers adapting what they do and having different approaches to meet different learning needs, personalised learning arrangements for different students and a range of interventions normally provided by the school. Each student with SEND has a pupil passport which states their diagnosis and area of need, includes a definition of the diagnosis and suggests strategies that will support the student in class. Each of the student's teachers has access to the student pupil passport, through the platform, Edukey. If a student is identified (through the assessment process) as having special educational needs their Director of Learning (DoL) and the SENCO will consider everything we know about the student to determine the support that they need and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

- **Our graduated approach**



Wave 1: Universal offer:

Best practice is to meet SEND students' needs in the classroom. Therefore, we aim to give our teachers the necessary training, tools, and strategies to teach SEND students effectively, as we know this will have the biggest impact on the SEND students' development, learning and ultimately academic success. We use Quality First teaching strategies in each lesson – this means our teachers regularly check for understanding, scaffold learning, chunk instructions, model learning (to name but a few strategies). Central to our delivery of learning is having a common language around behaviour, established routines and systems to support all students to be successful learners.

Some of our wave 1 approaches include:

Workbooks and curriculum sequencing – reducing cognitive load on pupils

- ICT – use of visualisers
- Form time interventions – numeracy, literacy, emotional literacy
- Free and fully inclusive after school club offer
- Internal CPD for staff– training delivered from experts on evidence-based strategies

Wave 2: Targeted offer:

The SEND Code of Practice (6.2) says schools must: ...use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN Schools should use some of their budget to buy resources and make provision for children who need additional help. This can take many forms.

Some of our wave 2 approaches include:

- Some changes to the curriculum
- Special equipment or teaching materials
- the use of additional information technology
- small group work
- a base to work in or have quiet time
- Adaptive teaching – understanding of the SEN of every learner, sharing strategies, using non-prescriptive and flexible strategies
- External CPD for staff– wide breadth of expertise amongst staff including mentoring, therapy, ELSA and mindfulness qualifications.

If a young person is on our SEND register, they will be receiving wave 2 support. All students on the SEND register:

- 1) Have a pupil passport. The pupil passport lists the young person’s area of need, diagnosis (if they have one), what areas they may struggle in and ways which staff can support the student
- 2) Are mapped on each teacher’s seating plan
- 3) Receive direct support in lessons through the Intentional Pathway (teacher checks for understanding and corrects misconceptions during an independent task)
- 4) Have meetings with the SEND team when data is released after AP assessments during Parents Evenings

If a young person is not on target or struggling despite the interventions in place, we offer additional interventions which are **goal orientated** and **time specific**.

It is perhaps useful also to consider the types of specialist or “Tier 2” and “Tier 3” provisions we have in place for the following 4 categories of need (please note, there is plenty of overlap):

1. Communication and interaction (Autism, Asperger, etc)
2. Cognition and learning (Dyslexia, Dyspraxia, etc)
3. Social Emotional and Mental Health (ADHD, Self-harm, extreme behaviour/frequent dysregulations)
4. Physical and Sensory (Injuries, physical disabilities, deafness, etc)

Communication and interaction	Cognition and learning	Social Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> Clubs before and after school (daily) Support from the Inclusion Centre (when needed) 	<ul style="list-style-type: none"> Lexia literacy programme (daily/weekly) Sets – smaller class size, adapted resources (daily) Homework support club Small Group learning for Y11s (daily) After school catch-up sessions (weekly) 	<ul style="list-style-type: none"> Nurse Mental Health check-in Counselling and mentoring sessions (weekly) Group mentoring sessions Exam anxiety sessions A referral to CAMHS A referral to Early Help Inclusion Centre hybrid timetable 	<ul style="list-style-type: none"> School nurse (fortnightly) Auditory nurse (half-termly) Health plans <p>(Often using Occupational Therapist report and medical recommendations)</p>

Wave 3: Specialist offer:

All of our young people are targeted to achieve excellent progress based on national expectations.

We assess learners continuously to track progress and make any necessary interventions and we support learners as they move to different phases of education and life.

If a young person has an EHCP or a physical disability and are not making expected progress, we will work together with **external agencies** to ensure the correct support is in place. This would be considered a wave 3 intervention: Specialist Support.

We work closely with the below **expert external professionals** to ensure we can meet our students' needs:

Communication and interaction	Cognition and learning	Social Emotional and Mental Health	Physical and Sensory
<ul style="list-style-type: none"> The Bridge Outreach service Samuel Rhodes Outreach service Islington Speech and Language Therapist Service 	<ul style="list-style-type: none"> Cognition and learning screening service Access arrangements screening service Teaching assistant support in class Educational Psychologist consultation 	<ul style="list-style-type: none"> CAMHS New River Outreach Mentoring School's wellbeing service – Early Help CAMHS 	<ul style="list-style-type: none"> School nurse (fortnightly) Auditory nurse (half-termly) Teaching Assistant support Health plans <p>(Often using Occupational Therapist report and medical recommendations)</p>

- Our most common diagnoses and what we do to support**

If a student has ADHD:

- 1) Create a **Pupil Passport** which has details of the young person's ADHD, diagnosis, what this means, what area of need this is, challenges that the young person may have and strategies that teacher should use to support the young person in lessons
- 2) Consider where this young person should **sit** in each lesson carefully – consider which area of the classroom would best suit this learner to keep the on task, focussed and supported
- 3) Consider whether it's appropriate for this young person to have a **movement break** in lesson- whether this could be a fidget, muscle work movements, yoga movements and breathing/relaxation movement, etc
- 4) Support the young person to take their ADH **medication** by providing safe and secure space for the medication and a place for the young person to take it comfortably
- 5) Encourage the young person to attend an appropriate before/after/during the school day club so that the young person can elevate their heart rate to support their self-regulation
- 6) Monitor the young person closely and if they are below target, put in place a relevant intervention

If a student has Autism:

- 1) Create a **Pupil Passport** which has details of the young person's Autism diagnosis, what this means, what area of need this is, challenges that the young person may have and strategies that teacher should use to support the young person in lessons
- 2) Consider the young person's **sensory** needs and how to support them (if needed) during busy/noisy parts of the day. For example, by offering them an early transition or inviting them to break /lunch time club
- 3) Encourage the young person to attend an appropriate before/after/during the school day club so that they can develop their communication and interaction skills
- 4) Monitor the young person closely and if they are below target, put in place a relevant intervention

If a student has Dyslexia:

- 1) Create a **Pupil Passport** which has details of the young person's Dyslexia diagnosis, what this means, what area of need this is, challenges that the young person may have and strategies that teacher should use to support the young person in lessons
- 2) Consider the young person's **reading/writing** needs and how to best support them (if needed) during the school day. For example, the teacher reading a text out loud, providing the student with a reading square, the student being provided with an overlay, the student being provided with a laptop, etc...
- 3) Support the student visually in the classroom by modelling work on the projector
- 4) Offer the student a Lexia programme to support their literacy skills if this is an area of need
- 5) Encourage the young person to attend an appropriate before/after/during the school day club so that they can get support they need, whether that is homework support, extra English, Lexia, etc
- 6) Monitor the young person closely and if they are below target, put in place a relevant intervention

- **Monitoring of SEND students**

Each fortnight, the pastoral team looks closely at SEND student data – this includes student attendance, punctuality and behaviour. If we see any emerging negative trends, we will put a plan in

place to support the young person and their family. Each term, SEND students' academic results are reviewed, after the assessment point, and the family are invited to speak to the SEND team during our bi-yearly Parents Evenings.

All our student plans, passports and interventions are reviewed on the online platform, Edukey, and assessed each term.

- **Assessing for additional needs**

What to do if you think your young person needs to be assessed for a neurodevelopmental difference:

Most SEND diagnoses are given to primary level students, but, If, you think your young person may have neurodivergent traits and would like your young person to be assessed, please see below for your options:

The NHS service, CAMHs, (Child Adolescent Mental Health Services) takes referrals for neurodevelopmental differences, such as Autism, ADHD, Tourette, depression, etc). If you would like an assessment for neurodevelopmental differences, you can:

- Complete a CAMHs referral form for parents
- Go to your GP and ask for them to refer your young person for a neurodevelopmental assessment
- Ask school to refer your young person for a neurodevelopmental assessment (through CAMHs)

Please do schedule a meeting with the school SENCo – Ms Lafaverge or Ms Chawluk (Assistant Head Teacher in charge of Inclusion) to discuss referrals. We always advise families to go to the GP as well, to get a medical opinion to strengthen a referral.

Referral and assessment completion times vary within each Local Authority; however, most have a relatively long waiting list.

Once a young person has been referred for the neurodevelopmental assessment, we seek permission from the family to add them to the SEND register (please see Wave 2: Targeted offer)

- **Mental health approach**

We care deeply about our young people's mental health. As of such, we aim to provide a holistic curriculum with a wide breadth of sports and the arts to promote physical and mental health. Our PSHE and RSE curriculums aims to promote physical and mental health, as well as our Emotional Literacy Curriculum that is delivered each week during period 1s.

If an individual is struggling with their mental health, we seek to work with other professionals to put an adequate plan in place, which could include the following:

- Social prescribing
- Regular check-ins in school
- Low level mental health concerns: School nurse mental health check-in (fortnightly, on a Friday)
- Low to moderate mental health concerns Low mood: School counselling with Ms Reif
- Low to moderate mental health concerns: Low mood and anxieties: Schools wellbeing service (Early support CAMHs- in school)
- Low to moderate mental health concerns: Bernardo's referral (outside of school)

- Moderate to high mental health concerns: Self-harm and suicidal thoughts: Referral to CAMHs (external, or internal)

- **Access arrangements (APs and external exams) - what support do we put in place to prepare students for exams**

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval. Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and laptops. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments. Teachers must decide based on both summative and formative assessment evidence, whether a pupil requires adjustments during examinations which reflect their normal way of working. Once a child is referred to the Inclusion team by their teacher, we use various assessment tools to establish eligibility. We then compile all evidence and present it to JCQ for approval. Students who are eligible for access arrangements will receive this support in all their examinations and APs throughout KS4.

- **External agencies**

We recognise the benefits of working closely with other professionals to provide the best possible offer for our young people. Below is a list of agencies we work closely with:

- Richard Cloudesley Outreach: For students with physical disabilities and additional sensory needs
- The Bridge Outreach: For students with Autism diagnoses
- CAMHs: Child and adolescent mental health branch of the NHS
- The Islington Educational Psychology Service: For students struggling to access the mainstream classroom
- ITiPs: Islington Trauma informed Practice: To support staff in school to support students that have experienced trauma
- School Nursing offer: For students struggling with any aspects of their health
- Samuel Rhodes: For students with a Moderate Learning Difficulty
- New River Outreach: For students struggling to control their behaviours
- Children's Social Services: For students and families that are struggling

- **Key websites/useful resources**

CFBS SEND Information Report and SEND policy documents

<https://www.centralfoundationboys.co.uk/school-day-support/send-support/>

Islington's SEND Local Offer

<https://findyour.islington.gov.uk/kb5/islington/directory/localoffer.pagelocalofferchannelne=0JCQ>

Access Arrangement <https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/>

Key members of staff:

Mr Russell, Director of Learning

Russellt@cfbs.islington.sch.uk

Ms Oladimeji, Assistant Headteacher - KS4

Oladimejid@cfbs.islington.sch.uk

Mr Dilley, Deputy Headteacher - Pastoral

dilleym@cfbs.islington.sch.uk

Ms Harries, Deputy Headteacher – Curriculum

Harriesa@cfbs.islington.sch.uk

